

Grant Competition to Prevent High-Risk Drinking or Violent Behavior Among College Students

CFDA #84.184H

Information and Application Procedures for Fiscal Year 2006

OMB No. 1890-0009 Expiration Date: 06/30/2008

Application Deadline: February 6, 2006



Frequently Asked Questions
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U.S. Department of Education

Office of Safe and Drug-Free Schools



UNITED STATES DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Dear Colleague:

Thank you for your interest in applying for funding under the Grant Competition to Prevent High-Risk Drinking or Violent Behavior Among College Students.

We know that high-risk drinking and violent behavior contribute to a number of academic, social, and health-related problems. According to several studies, approximately 42 percent of the nation's college students engage in heavy drinking and nearly 71 percent of underage students use alcohol. Preventing violent behavior among college students is also a critical concern for institutions of higher education.

This competition supports the Department of Education's Strategic Plan, Goal 3 to Develop Safe Schools and Strong Character by establishing safe, disciplined, and drug-free educational environments that foster the development of good character and citizenship. Funds may be used for the development or enhancement, implementation, and evaluation of campus- and/or community-based prevention and early intervention efforts.

We look forward to receiving your application under this grant competition.

Sincerely,

A handwritten signature in black ink, reading "Deborah A. Price". The signature is fluid and cursive, with the first name "Deborah" and last name "Price" clearly distinguishable.

Deborah A. Price
Assistant Deputy Secretary

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I. APPLICATION GUIDANCE

This application package contains instructions and forms for preparing and submitting your application. Your application must comply with each requirement and be transmitted on or before the deadline date.

ELIGIBILITY

This competition limits eligibility to institutions of higher education (IHEs), consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals.

AUTHORITY

This application package is based on 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99 of the Education Department General Administrative Regulations (EDGAR). The regulations in 34 CFR Part 86 apply to IHEs only. This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001.

OFFICIAL DOCUMENTS NOTICE

The official document governing this competition is the Notice Inviting Applications published in the Federal Register on December 23, 2005. This notice also is available electronically at the following Web sites: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara.

NOTICE OF NONDISCRIMINATION

All applicants under this grant competition should familiarize themselves with all federal statutes related to nondiscrimination, as outlined in Item 6 of Standard Form 424B (included as an appendix in this application package), to ensure that their proposed activities are compliant. For instance, an applicant may determine through a needs assessment that first-year students are the specific student population identified for services provided under this grant. Subsequently, the applicant must ensure that neither male nor female first-year students are excluded on the basis of sex. In this example, the applicant would need to be in compliance with Title IX of the Education Amendments of 1972, as amended (20 U.S.C. subsections 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex.

RESOURCES

Any questions related to the requirements of this grant competition should be directed to Richard Lucey, Jr. of the Office of Safe and Drug-Free Schools (OSDFS) at 202/205-5471. The OSDFS Web site is located at www.ed.gov/OSDFS. For more information about drug abuse and violence prevention programs in higher education, contact the Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. The Center is a national resource for training and technical assistance in drug abuse and violence prevention in college communities. The Center can be contacted via telephone (800/676-1730) or its Web site (www.higheredcenter.org). Additional resources related to drug abuse and violence prevention are listed in Section IX of this application package.

GRANT AWARDS AND PROJECT PERIOD

The project period for this grant is 24 months (two budget periods of 12 months each). We intend the project and budget periods for projects funded under this grant competition to be June 8, 2006 - June 7, 2008. However, awards may be made as late as September 30, 2006. Projects will be funded for one year with an option for an additional year, contingent upon substantial progress by the grantee and the availability of funds.

Applicants requesting two-year projects must submit ED Form 524 and a detailed budget narrative for each of the two years in order to be eligible for funding each year. No funds will be awarded for those years for which a budget request and narrative is not provided. An estimated 14 new awards will be made. Projects will be funded for approximately \$100,000 to \$150,000 per year depending on the scope of work. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

TRAVEL BUDGET

Applicants must budget for the project director and at least one additional staff member to attend ED's annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education during each year of their project period. For planning purposes, applicants should include funds for transportation, lodging for four nights and four days, per diem costs, and conference registration fee. The 2006 National Meeting will be at the Hyatt Crystal City in Arlington, Virginia from October 19-22. For more information about this year's National Meeting, visit www.higheredcenter.org/natl/2006. Although the site for the 2007 National Meeting is not selected yet, applicants should use a Washington, DC destination to estimate expenses.

E-MAIL ADDRESSES

As part of our review of your application, we may need to contact you with questions for clarification. We also will make peer reviewers' comments available to you online. Please be sure your application contains valid e-mail addresses for the project director and authorized representative or another party designated to answer questions in the event the project director and authorized representative are unavailable.

HUMAN SUBJECTS RESEARCH

Please see the instructions for ED Form 424 (Application for Federal Education Assistance), paragraphs 13 and 13a, in the Appendices section of this application package. Projects funded under this grant program may be subject to protection of human subjects requirements. If you have any questions about your responsibilities under these requirements, please contact ED's protection of human subjects coordinator at 202/245-6153.

THE U.S. DEPARTMENT OF EDUCATION'S (ED) EXPECTATIONS

By submitting an application for this program, applicants agree to fully cooperate with any evaluation efforts conducted by ED and its contractors. At a minimum, grantees are expected to: maintain records on how their program is operating; maintain records on the extent to which their program objectives are being met; include specific performance measures in their evaluation plan; and make ongoing project information, findings, and products available to ensure the dissemination of knowledge gained from this effort during the grant period.

Grantees also may be expected to work with ED's Higher Education Center to collect key program information that will help assess the extent to which projects supported under this grant competition are meeting their goals and objectives. ED may use the results of these projects in an effort to identify and disseminate to institutions of higher education and their surrounding communities those strategies that are effective in preventing high-risk drinking or violent behavior among college students.

ESTIMATED PUBLIC REPORTING BURDEN

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is OMB No. 1890-0009, Expiration Date: 06/30/2008. The time required to complete this information collection is estimated to average 32 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Safe and Drug-Free Schools, 400 Maryland Avenue, SW, Washington, DC 20202-6450.

II. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, ED has prepared a strategic plan for 2002-2007. This plan reflects ED's priorities and integrates them with its mission and program authorities, and describes how ED will work to improve education for all children and adults in the United States. ED's goals, as listed in the plan, are:

Goal 1: Create a culture of achievement;

Goal 2: Improve student achievement;

Goal 3: Develop safe schools and strong character;

Goal 4: Transform education into an evidence-based field;

Goal 5: Enhance the quality and access to postsecondary and adult education; and

Goal 6: Establish management excellence.

We have identified the following key GPRA performance measures for assessing the effectiveness of this program at the end of these 2-year grants:

1. The percentage of grantees that achieve a 5 percent decrease in high-risk drinking among students served by the project (Absolute Priority One)
2. The percentage of grantees that achieve a 5 percent decrease in violent behavior among students served by the project (Absolute Priority Two)

Grantees will be expected to collect data on the performance measure above that applies to their project, and report that data to the Department in their annual performance report and final performance report.

III. TIPS FOR APPLICANTS

A. Before You Begin

- Read this application package carefully and make sure you follow all of the instructions.
- Use the tools we have provided to help you including:
 - ✓ Frequently Asked Questions section in this application package
 - ✓ Resources related to this specific grant competition on our Web site at www.ed.gov/programs/dvphighrisk/index.html
 - ✓ General grant application technical assistance resources on our Web site at www.ed.gov/admins/grants/apply/techassist/index.html
- If there is information that you do not understand, contact the competition manager for this grant competition.

B. Preparing Your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so ED staff can easily determine how the funds will be spent.
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting Your Application

- Use the checklist provided in this application package to ensure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use e-Applications, follow the instructions on the e-Application Web site.

D. What Happens Next?

- In approximately two weeks (depending on the volume of applications we receive), you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number if you need to contact us about your application.
- OSDFS staff members screen each application to ensure that all program eligibility requirements are met and all forms are included.
- Your application will be assigned to a three-person panel of independent reviewers and will receive a score from 0 to 100 depending how well it addresses the selection criteria.
- A Grant Award Notification will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. All applicants will receive information via e-mail on how to get access to peer reviewers' comments. Please be sure your application contains valid e-mail addresses.

IV. APPLICATION INFORMATION AND SELECTION CRITERIA

Background

The Department of Education (ED) has supported campus- and community-based prevention programs for more than a decade, in response to alcohol and other drug abuse and violence on college campuses and in their surrounding communities. Through discretionary grants and dissemination of information on effective strategies via its Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (Higher Education Center), ED supports efforts to address these complex issues facing our nation's institutions of higher education. Projects funded by ED have been based on theory, expert consensus, practical experience, and evaluated programs.

Data from the Monitoring the Future study shows that approximately 42 percent of the nation's college students engaged in heavy drinking (defined as five or more drinks in a row) in the previous two weeks.¹ The Core Institute reports that nearly 71 percent of underage students used alcohol within the 30 days prior to taking the survey.²

Data also indicates that drug abuse can result in negative consequences on college campuses, including sexual assaults, fights, residence hall damage, and other violence. The Core Institute reports that alcohol and other drugs contributed to students getting into an argument or fight (34 percent), doing something they later regretted (39.1 percent), driving a car while under the influence (30.5 percent), or missing a class (32.9 percent).³

The prevention of violent behavior among college students, regardless of a connection to alcohol or other drugs, is another issue that holds relevance for institutions of higher education. Forms of violent behavior that are of concern on college campuses include rape and sexual assault; nonsexual physical assault, such as fights, muggings, and hazing; and hate crimes. A look at some statistics offers an indication of the prevalence of this behavior.

One national survey found that 2.8 percent of college women experienced a completed or attempted rape in the past seven months. Projecting these figures over an entire year, the survey's authors concluded that nearly 5 percent of college women might be victimized annually and that up to 25 percent might be assaulted by the end of their college years. In the same study, 13 percent of college women reported they had been stalked during the seven-month period.⁴ Other studies, using various definitions, estimate that approximately one-quarter to one-half of students experience dating violence by the end of college.^{5,6} A study conducted at Yale found

¹ Johnston, L.D., O'Malley, P.M., Bachman, J.G., and Schulenberg, J.E. Monitoring the Future National Survey Results on Drug Use, 1975-2004. Volume II: College Students and Adults Ages 19-45. National Institute on Drug Abuse, 2005.

² The Core Institute. 2003 Statistics on Alcohol and Other Drug Use on American Campuses. Available online at www.siu.edu/~coreinst/files/aggregate_data/2003_aggregate%20Data.doc. Southern Illinois University-Carbondale.

³ The Core Institute. Available online at www.siu.edu/~coreinst.

⁴ Fisher, B.S., Cullen, F.T., and Turner, M.G. The Sexual Victimization of College Women. National Institute of Justice, 2000.

⁵ Abbey, A., McAuslan, P., and Ross, L.T. "Sexual assault perpetration by college men: The role of alcohol, misperception of sexual intent, and sexual beliefs and experiences." Journal of Social and Clinical Psychology (1998) 17: 167-195.

⁶ Amar, A.F. and Gennaro, S. "Dating violence in college women: associated physical injury, healthcare usage, and mental health symptoms." Nursing Research (2005) 54(4), 235-242.

that 42 percent of gay and lesbian students surveyed had suffered some form of physical aggression while at the university, such as being chased, having objects thrown at them, or being assaulted.⁷

In addition to this grant competition and the Higher Education Center, ED's efforts to prevent drug abuse and violent behavior among college students include its annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education (www.higheredcenter.org/natl) and recognition program for alcohol and other drug prevention models on college campuses (www.ed.gov/programs/dvpcollege/index.html).

The Secretary of Education has identified a national need to address high-risk drinking and violent behavior among college students. The goal of this grant competition is to provide funds to individual IHEs, consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals to develop or enhance, implement, and evaluate campus- and/or community-based prevention and early intervention strategies. Grantees will focus attention on and develop solutions to prevent and reduce high-risk drinking or violent behavior among college students.

LESSONS LEARNED

More than a decade of experience with discretionary grant programs has shown that successful projects adapt strategies that are based on sound prevention theory, research, or model programs and practices. The selection of the appropriate strategy must be made based on a strong assessment to identify the existing needs, opportunities, and strengths of the campus and surrounding community.

Prevention and early intervention initiatives should be designed to reduce both individual and environmental risk factors and enhance protective factors in specific populations and settings. There are a number of features that effective prevention programs share. Specifically, they are targeted; designed to effect long-term change; strengthen the natural support systems of family, school, and community; and can document their success in meeting stated goals and objectives.⁸

Institutions of higher education have considerable experience in educational- and individual-based prevention programs on campuses, and these strategies are necessary in order to provide a comprehensive array of prevention programming on campus. However, they are insufficient alone to create systemic, long-lasting change on college campuses. ED is interested in projects that incorporate individual-based strategies into a broader and more comprehensive approach. Research strongly supports the use of comprehensive, integrated programs with multiple complementary components that target individuals, including at-risk or alcohol-dependent drinkers; the student population as a whole; and the college and the surrounding community.⁹

⁷ The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. Interpersonal Violence and Alcohol and Other Drug Use. Infofacts Resources, 2002.

⁸ New York State Office of Alcoholism and Substance Abuse Services. Healthy Campus Communities: NYS College Alcohol and Other Drug Abuse Prevention Manual, 2003.

⁹ National Institute on Alcohol Abuse and Alcoholism. A Call to Action: Changing the Culture of Drinking at U.S. Colleges. U.S. Department of Health and Human Services, 2002.

The evidence supporting prevention strategies varies, which does not mean that one strategy is better than another. Some strategies have not been as thoroughly studied as others or have not been evaluated for specific application to drinkers in college. The Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism placed prevention strategies in tiers based on the evidence available to support or refute them.¹⁰ Applicants should examine these tiers closely when identifying which strategies they plan to incorporate in their project design.

ED is committed to assisting schools in providing students with a safe environment in which to learn, and to keeping parents and students well informed about campus security. ED's Higher Education Center developed a framework that identifies the scope of campus violence problems, factors that cause and contribute to violence, and strategies to reduce health and safety problems. These strategies include using multiple, coordinated, and sustained approaches; drawing on existing research to determine which strategies work; building the necessary infrastructure to support prevention efforts, such as partnerships and institutional support; and evaluating whether the initiatives are achieving their intended outcomes.¹¹

Applicants must document the ability to start their project within 60 days after receiving federal funding. Experience shows that there is an increased likelihood that projects will show success if they are able to build upon or start a project on campus or with the larger community soon after receiving federal funding. Applicants that are not able to demonstrate their readiness to start or expand a project are unlikely to score well in this grant competition. Projects supported under this grant competition should be designed to demonstrate and document outcome measures over the two-year grant period.

To strengthen the quality of drug abuse and violence prevention programs implemented with funds from the Office of Safe and Drug-Free Schools, ED established a set of Principles of Effectiveness in 1998, since incorporated into the No Child Left Behind Act of 2001 (Title IV – Section 4115). Although the new statutory requirements do not specifically apply to this grant competition, ED strongly encourages colleges and universities to:

- design programs based on a thorough needs assessment of objective data;
- establish a set of measurable goals and objectives linked to identified needs;
- implement prevention activities that research or evaluation have shown to be effective in preventing high-risk drinking or violent behavior;
- use evaluation results to refine, improve, and strengthen the program and refine goals and objectives as appropriate; and
- include meaningful and ongoing input from parents in the development of the application and implementation of the project.

Basic to the success of any program to prevent drug abuse and violent behavior among college students is the need to ensure the widespread involvement of key stakeholders including students, faculty members, alumni, and community members in the program's design and

¹⁰ See number 6.

¹¹ Langford, L. Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2004.

implementation. Leadership from college and university presidents and other senior administrators is key to institutionalizing prevention as a priority on campus.

EVALUATION REQUIREMENTS

Evaluation is a powerful tool that supports program planning and an understanding of effective strategies to prevent high-risk drinking or violent behavior among college students. Therefore, applicants must propose to implement an evaluation of their efforts, using outcome-based performance measures that document the effectiveness of the project's strategies. Applications that include only process measures (e.g., attendance at meetings) will not be funded.

It is important to remember that what constitutes convincing evidence of success may differ from one project to the next. In preparing the project design and evaluation plan, applicants are encouraged to carefully review information from similar projects and literature to determine what has or has not been shown to be successful. This information should be reflected in the project design. Applicants also should include a description of all evaluation instruments they intend to use. The evaluation plan should demonstrate both qualitative and quantitative measures.

This grant competition requires projects to implement an evaluation that uses specific outcome-based performance indicators to measure the project's effectiveness. Although it is anticipated that applicants may use a variety of both outcome-based and process measures, all applicants must use outcomes-based performance measures that are related to the prevention and reduction of high-risk drinking or violent behavior among college students, including the appropriate GPRA performance measure identified in Section II of this application package.

Outcome-Based Performance Measures

Examples of outcome-based performance indicators may include, but are not limited to:

- changes in alcohol sales and service techniques and policies in social or commercial hosting situations that cater to students;
- decreases in the overall quantity and frequency of high-risk drinking;
- changes in the number of violence-related disciplinary actions;
- increases in the development of state or local policies that are designed to decrease high-risk alcohol use or incidents of violence; and/or
- changes in the number of alcohol-related incidents or problems.

Process Measures

Examples of process measures may include, but are not limited to:

- increases in the percentage of undergraduate beds in alcohol-free residence halls;
- decreases in the percentage of advertisements promoting high-risk drinking;
- increases in the number and frequency of alcohol-free social activities;
- increases in the percentage of individuals involved in violence prevention efforts; and/or
- increases in the number of individuals participating in responsible beverage service training.

Funding Priority

Under 34 CFR 75.105(c)(3), we consider only applications that meet either of the following absolute priorities. Applicants that choose to address both of the absolute priorities must submit separate applications for consideration. In making awards under this grant program, we may take into consideration the geographic distribution of the projects in addition to the rank order of applicants. Contingent upon the availability of funds, we may make additional awards in fiscal year 2007 and subsequent years from the list of nonfunded applications from this competition.

Absolute Priority #1: Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies to Prevent High-Risk Drinking Among College Students

Note: “High-risk drinking” is defined as those situations that may involve but not be limited to: binge drinking (commonly defined as five or more drinks on any one occasion); underage drinking; drinking and driving; situations when one’s condition is already impaired by another cause, such as depression or emotional stress; and combining alcohol and medications, such as tranquilizers, sedatives, and antihistamines.

“Specific student populations” can include but not be limited to student athletes, members of fraternities and sororities, students attending two-year institutions of higher education, and first-year students.

Under this absolute priority, grant applicants must:

1. identify a specific student population to be served by the grant and provide a justification for its selection;
2. provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to high-risk drinking by the population selected;
3. set measurable goals and objectives for the proposed project and provide a description of how progress toward achieving the goals and objectives will be measured annually;
4. design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing high-risk drinking by the target population;
5. use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and process (formative) measures that assess and document the strategies used; and
6. demonstrate the ability to start the project within 60 days after receiving federal funding in order to maximize the time available to show impact within the grant period.

Absolute Priority #2: Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies to Prevent Violent Behavior Among College Students

Under this absolute priority, grant applicants must:

1. identify a specific student population to be served by the grant and provide a justification for its selection;
2. provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to violent behavior;
3. set measurable goals and objectives for the proposed project and provide a description of how progress toward achieving the goals and objectives will be measured annually;
4. design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing violent behavior among college students;
5. use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and process (formative) measures that assess and document the strategies used; and
6. demonstrate the ability to start the project within 60 days after receiving federal funding in order to maximize the time available to show impact within the grant period.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. **Note:** *The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion.*

- 1) Need for Project - 15 points
- 2) Significance - 20 points
- 3) Quality of the Project Design - 30 points
- 4) Quality of Project Personnel - 10 points
- 5) Quality of the Project Evaluation - 25 points

1. Need for Project (15 points)

- A. The magnitude or severity of the problem to be addressed by the proposed project. (10 points)
- B. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (5 points)

In your proposal, reviewers will look at how the magnitude or severity of high-risk drinking or violent behavior was determined, including needs assessment data, instruments used, and the

instrument's validity. Reviewers will look to answer questions such as: Does the same problem(s) affect other college communities around the nation? Have attempts to remedy the situation been made by the applicant in the past and, if so, with what results?

2. Significance (20 points)

- A. The likelihood that the proposed project will result in system change or improvement. (5 points)
- B. The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study. (10 points)
- C. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (5 points)

In your proposal, reviewers will look for evidence that project activities will lead to system change or improvement at the local, state, or national level. Reviewers will look for any evidence that you can provide to illustrate how your project differs from and/or improves upon previous efforts. Reviewers will look to answer questions such as: What could be the local, state, or national consequences of the project's successful completion? Are other college communities likely to benefit or learn from your experience in ways that would enable them to improve their policies and programs?

It is the applicant's responsibility to set a context within which reviewers can assess the project's importance to the higher education community. ED seeks to make the most of its limited funds by supporting projects that can become models for other college communities.

3. Quality of the Project Design (30 points)

- A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)
- B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)
- C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)
- D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

Reviewers will look for evidence that your project's goals and objectives are clearly identified and measurable. You should explain and footnote the conceptual framework underlying your proposed project. Broad approaches to vaguely defined problems will not be funded. Your application should reflect current knowledge about high-risk drinking or violence prevention strategies, and the applicability of those strategies to the defined target population.

Also, reviewers will look for evidence that this project develops or enhances linkages with appropriate agencies or organizations providing services to the target population. If you are not based on a campus (e.g., a public or private nonprofit organization or individual), reviewers will look for evidence that you have direct access to a campus and the specific student population identified in your proposal.

4. Quality of Project Personnel (10 points)

- A. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (3 points)
- B. The qualifications, including relevant training and experience, of key project personnel. (7 points)

Applicants should include an outline of all key personnel, including the project director, project coordinator, and project evaluator. Most helpful to the reviewers is a brief narrative summary of each individual's background, with a special emphasis on those experiences related to the focus of your project. Resumes or curriculum vitae should be included as an appendix. Reviewers will look for evidence of your institution's commitment to equal employment opportunities.

5. Quality of the Project Evaluation (25 points)

- A. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)
- C. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

See the section on Evaluation Requirements (page 15) for guidance on what reviewers will look for under this criterion.

V. APPLICATION CONTENTS

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that must be submitted in order to receive a grant. An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. We strongly discourage applicants from using “form” applications or proposals that address general rather than specific local needs. Identical or substantially similar applications are not responsive to the scoring criteria.

A panel of non-federal readers with experience in alcohol abuse prevention, violence prevention, or evaluation in higher education will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

Organizing the Application

Applicants that submit an application should adhere to the following formatting guidelines:

- Submit your application on 8 ½” by 11” paper with a 1-inch margin on all sides.
- Use consistent font no smaller than 12-point type throughout your document. You may use boldface type, underlining, and italics; however, do not use colored text.
- For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract.

Applicants should organize the information in their application in the following order.

1. Application for Federal Education Assistance (ED Form 424): This is the title page of your application. Be sure that Item 4 identifies the CFDA Number for this grant competition: 84.184H. Under Item 13, indicate whether proposed activities include human subjects research, and if so, whether any or all of the proposed activities are exempt. For additional guidance, visit www.ed.gov/policy/fund/guid/humansub/overview.html or call ED’s protection of human subjects coordinator at 202/245-6153.

2. Table of Contents: Include a Table of Contents with page references.

3. Abstract: Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) a brief

summary of the project goals and objectives and (2) the intended outcomes of the project. Clearly mark this page with the applicant's name as shown in Item 1 of ED Form 424.

4. Project Narrative: This section should be no more than 25 double-spaced typewritten pages. The narrative must contain evidence that the applicant meets either of the two absolute priorities, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section IV for a discussion of the selection criteria and the chief considerations for this specific grant competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative.

5. Budget Information Form (ED Form 524): Use the form provided in Section X of this application package to prepare a budget for the project. **Note:** A budget must be submitted for each year in which funds are requested (up to 2 years). Failure to supply a budget and narrative for each year of the project will result in no funding for those years.

6. Budget Narrative: You must include a detailed budget narrative that supports and explains the information provided in ED Form 524. Use the same budget categories as those on ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project's goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year as shown on the Budget Information Form.

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). Be sure to include evidence of a federally negotiated indirect cost rate. Individuals who apply for any grant competition through ED are not allowed to budget for an indirect cost rate. If you budget for contractual services, please note that indirect costs may be applied only to the first \$25,000 of each subcontract, regardless of the period covered by the subcontract.

You are encouraged to give priority to direct services to students by limiting the indirect costs charged to the project. You will not be penalized for failure to reduce indirect costs nor will you gain competitive advantage if you do.

7. Appendices: Information provided in this section includes forms and other material required by ED in order for an application to be eligible for funding as well as any other information that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project. The following items are **not** part of the appendices and may not be included:

- Budget or program narrative information that the applicant wishes to have reviewed as part of its response to one or more scoring criteria—all such information must be included in the narrative portion of the application
- Videotapes, CD-ROMs, photographs, or floppy disks—they will not be reviewed and we will not return them.

This section **must** include the following:

1. ED Form 524
 - Section A, Budget Summary, U.S. Department of Education Funds
 - Section B, Budget Summary, Non-Federal Funds (if appropriate)
 - Section C, Budget Narrative
2. Assurances/Certifications
 - Assurances, Non-Construction Programs (Standard Form, 424B)
 - Certification Regarding Lobbying (ED Form 80-0013)
 - Disclosure of Lobbying Activities (Standard Form-LLL)
 - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions (ED Form 80-0014)
3. GEPA 427, Equitable Access to and Participation in Federally Assisted Programs
4. Survey on Ensuring Equal Opportunity for Applicants (private, nonprofit organizations only)
5. Letter of Transmittal to State Single Point of Contact (if your state participates)
6. Proof of federally negotiated indirect cost rate (if you are claiming indirect costs)

This section **may** include the following:

1. Other information the applicant wishes to include in support of its capacity, experience, and readiness to undertake the proposed project, including:
 - Resumes of key personnel. If personnel have yet to be hired for this proposed project, include a narrative description of expected staff qualifications.
 - Letters of commitment that reflect each person's understanding of their role in the proposed project. Each letter should indicate a willingness to put forth the necessary time and effort to make the project work efficiently and effectively.
 - Relevant prior grant experience.

8. Assurances and Certifications: Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signature of the person authorized to sign for the institution, and must be included in the application package. **Note:** If 1(b) of Form 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate as “Not Applicable.”

9. Notification of Award: The review of applications and notification of awards for this grant competition requires approximately 6 to 8 weeks. We expect to notify successful applicants by late May 2005. Unsuccessful applicants will be notified within 60 days of the award start date.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it tends to conduct “outreach” efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Safe and Drug-Free Schools, 400 Maryland Avenue, SW, Washington, DC 20202-6450.

VI. APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

Applications for grants under this grant competition may be submitted electronically or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your application electronically you must use the site listed below. **Note:** You may not submit your application by e-mail or facsimile.

Attention Electronic Applicants: Please note that you must follow the application procedures as described in the Notice Inviting Applications for this grant competition, published in the Federal Register on December 23, 2005. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Eastern Time) on the application deadline date. The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday, and 6:00 a.m. Thursday until midnight Saturday (Eastern Time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesdays for maintenance (Eastern Time). Any modifications to these hours are posted on the e-Grants Web site. If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

You may access the electronic grant application for the Grant Competition to Prevent High-Risk Drinking or Violent Behavior Among College Students at: <http://e-grants.ed.gov>.

Applications Sent by Mail

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Please mail copies to: U.S. Department of Education, Application Control Center, Attention: CFDA #84.184H, 400 Maryland Avenue, SW, Washington, DC 20202 – 4260.

You must show one of the following as proof of mailing:

1. A legibly dated U. S. Postal Service Postmark.
2. A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
3. A dated shipping label, invoice, or receipt from a commercial carrier.
4. Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

1. A private metered postmark.
2. A mail receipt that is not dated by the U.S. Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U.S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express or United Parcel Service should be mailed to: U.S. Department of Education, Application Control Center – Stop 4260, Attention: CFDA #84.184H, 7100 Old Landover Road, Landover, MD 20785-1506.

Applications Delivered by Hand

You or your courier must hand deliver the original and two copies of your application by 4:30 p.m. (Eastern Time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Please hand deliver copies to: U.S. Department of Education, Application Control Center, Attention: CFDA #84.184H, 550 12th Street, SW, PCP - Room 7041, Washington, DC 20202-4260. The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Eastern Time), except Saturdays, Sundays, and federal holidays.

VII. INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by state and local governments for coordination and review of proposed federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the state's process under Executive Order 12372. Applicants proposing to perform activities in more than one state should immediately contact the Single Point of Contact for each of those states and follow the procedure established in each state under the Executive Order. The name and address of each State Single Point of Contact is listed below. *Note: A copy of the applicant's letter to the State Single Point of Contact must be included with the application.*

In states that have not established a process or chosen a program for review, state, area-wide, regional, and local entities may submit comments directly to the Department.

Any state process recommendation and other comments submitted by a State Single Point of Contact and any comments from state, area-wide, regional, and local entities must be received by April 7, 2006, at the following address: The Secretary, EO 12372—CFDA #84.184H, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on April 7, 2006. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single Point of Contact. If you are located within one of these states, you are exempt from this requirement.

State Single Points of Contact

ARKANSAS

Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 West 7th Street, Room 412
Little Rock, AR 72203
Phone: 501/682-1074
Fax: 501/682-5206
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CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, CA 95812-3044
Phone: 916/445-0613
Fax: 916/323-3018
E-mail: state.clearinghouse@opr.ca.gov

DELAWARE

Ellen P. McDowell
Federal Aid Coordinator
Office of Management and Budget
540 South Dupont Highway, 3rd Floor
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DC Government Office of Partnerships and
Grants Development
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Florida Department of Environmental Protection
3900 Commonwealth Boulevard
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GEORGIA

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IOWA

Kathy Mabie
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MICHIGAN

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NEW HAMPSHIRE

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Director, New Hampshire Office of
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Fax: 603/271-2615
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NEW YORK

Linda Shkreli
Office of Public Security
Homeland Security Grants Coordination
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NORTH DAKOTA

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UTAH

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AMERICAN SAMOA

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 Office of the Governor
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NORTHERN MARIANA ISLANDS

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PUERTO RICO

Jose Caballero/Mayra Silva
 Puerto Rico Planning Board
 Federal Proposals Review Office
 Minillas Government Center
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 San Juan, PR 00940-1119
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VIRGIN ISLANDS

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Note: This list is based on the most current information provided by the states. Changes to this list can be made only after OMB is notified by a state's officially designated representative. E-mail messages can be sent to ephillips@omb.eop.gov. If you prefer, you may send correspondence to the following postal address: Attn: Grants Management, Office of Management and Budget, New Executive Office Building, Suite 6025, 725 17th Street, NW, Washington, DC 20503. Note: Inquiries about obtaining a federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the Catalog of Federal Domestic Assistance (www.cfda.gov) and the Grants.gov Web site (www.grants.gov).

VIII. FREQUENTLY ASKED QUESTIONS

What is the goal of this grant competition?

- The goal of this grant competition is to provide funds to develop or enhance, implement, and evaluate campus- and/or community-based prevention and early intervention strategies to prevent high-risk drinking or violent behavior among college students.

Who is eligible to apply?

- This grant competition is open to institutions of higher education, consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals. If an application is submitted on behalf of a consortium, one entity must serve as the grantee.

What is the deadline date for applications under this grant competition?

- February 6, 2006.

May I get an extension of the deadline date?

- Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Department announces such a change in a notice published in the Federal Register.

What are the project and budget periods for these grants?

- 24 months. Projects will be funded for one year with an option for an additional year, contingent upon substantial progress by the grantee and the availability of funds.

How much money is available under this grant competition?

- The Department expects to make available approximately \$1.75 million for this program in fiscal year 2006. This figure is only an estimate and does not bind the Department to any specific level of funding.

How many new awards will be made?

- It is estimated that 14 new awards will be made.

What is the average amount of each grant?

- Projects will be funded for approximately \$100,000 to \$150,000 per year depending on the scope of work. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

Is there a matching requirement?

- No.

Is there a restricted indirect cost rate for this program?

- No. For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). Individuals who apply for any grant competitions through the Department of Education are not allowed to budget for an indirect cost rate.

You are encouraged to give priority to direct services to students by limiting the indirect costs charged to the project. You will not be penalized for failure to reduce indirect costs nor will you gain a competitive advantage if you do.

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the federal government, a provisional rate of 8 percent will be applied. You have 90 days from the time you transmit your application to submit the necessary paperwork to the Department to receive a negotiated indirect cost rate. For more information about indirect cost rates, please visit www.ed.gov/about/offices/list/ocfo/intro.html.

Can grant funds be used to support professional development activities?

- Yes, as long as the activities directly support the purposes of the grant.

Are there guidelines for how much money can be spent on consultants? What is the daily limit and is there a cap?

- There is no daily limit or cap for consultant fees. Information related to these fees should be included on ED Form 524 under the Contractual budget category. Also, applicants should be sure to fully substantiate all expenditures in the budget narrative.

Does my application have to address both of the absolute priorities?

- No. However, in order for your application to be considered, it must address at least one of the two priorities. Applicants that choose to address both of the absolute priorities must submit a separate application for each. You should consider the primary behavior (i.e., high-risk drinking or violent behavior) your proposed project is designed to prevent in determining which priority to choose.

How is “high-risk drinking” defined in this grant competition?

- “High-risk drinking” is defined as those situations that may involve but not be limited to: binge drinking (commonly defined as five or more drinks on any one occasion); underage drinking; drinking and driving; situations when one’s condition is already impaired by

another cause, such as depression or emotional stress; and combining alcohol and medications, such as tranquilizers, sedatives, and antihistamines.

Under each of the two absolute priorities of this grant competition, applicants are required to identify a specific student population to be served by the grant and provide a justification for its selection. What does “specific student populations” mean?

- “Specific student populations” can include but not be limited to student athletes, members of fraternities and sororities, students attending two-year institutions of higher education, and first-year students.

Applicants under Absolute Priority #2 should address what forms of violent behavior?

- Absolute Priority #2 does not specify the type of violent behavior among college students that is to be prevented. Forms of violent behavior that are of concern on college campuses include rape and sexual assault; nonsexual physical assault, such as fights, muggings, and hazing; and hate crimes. Applicants can use their own discretion in determining what specific forms of violent behavior will be addressed in their respective proposals.

How does the Freedom of Information Act affect my application?

- The Freedom of Information Act (FOIA) provides that any person has the right to request access to federal agency records or information. All U.S. Government agencies are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

Who do I contact for more information about this grant competition?

- Richard Lucey, Jr., Education Program Specialist, U.S. Department of Education, 400 Maryland Avenue, SW – Room 3E335, Washington, DC 20202-6450, Phone: 202/205-5471, Fax: 202/260-7767, E-mail: richard.lucey@ed.gov.

IX. DRUG ABUSE AND VIOLENCE PREVENTION RESOURCE LIST

Center for Substance Abuse Prevention, Guidelines and Benchmarks for Prevention Programming. U.S. Department of Health and Human Services, 1997.

DeJong, William, et al., Environmental Management: A Comprehensive Strategy for Reducing Alcohol and Other Drug Use on College Campuses. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1998.

Hawkins, J. David, et al., "Risk and Protective Factors for Alcohol and Drug Problems in Adolescence and Early Adulthood: Implications for Substance Abuse Prevention," Psychological Bulletin. 112(1), 1994.

Johannessen, Koreen, et al., A Practical Guide to Alcohol Abuse Prevention: A Campus Case Study in Implementing Social Norms and Environmental Management Approaches. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1999.

Langford, Linda, Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2004.

Muraskin, Lana D., Understanding Evaluation: The Way to Better Prevention Programs. U.S. Department of Education, 1993.

National Institute on Drug Abuse, Preventing Drug Use Among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders. National Institutes on Health, 2003.

Perkins, H. Wesley and David W. Craig, A Multifaceted Social Norms Approach to Reduce High-Risk Drinking: Lessons from Hobart and William Smith Colleges. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 2002.

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X. APPENDICES AND FORMS

- Application for Federal Education Assistance (ED Form 424)
- Budget Information – Non-Construction Programs (ED Form 524)
- Assurances - Non-Construction Programs (Standard Form 424B)
- Certification Regarding Lobbying (ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form – LLL)
- Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions (ED Form 80-0014)
- Survey on Ensuring Equal Opportunity for Applicants (private nonprofit organizations only)
- Authorizing Legislation – No Child Left Behind Act of 2001 (Title IV – Section 4121)
- Important Notice to Prospective Participants (ED Form 5348)
- Grant Application Receipt Acknowledgement; Grant and Contract Funding Information; D-U-N-S Number Instructions
- Application Package Preparation Checklist

